



**‘Goodness and Mercy’ Progression Outcomes
Statements
(Relationships Education)
mapped to Jigsaw, the mindful approach to PSHE**



This document aims to support Church of England schools using Jigsaw PSHE to see how Jigsaw aligns to and works with ‘Goodness and Mercy’ It takes the Progression Outcomes Statements from the Diocese of Bristol ‘Goodness and Mercy’ programme and gives examples of where this topic is evident within primary and secondary Jigsaw PSHE.

As Jigsaw is a spiral curriculum, where topics are introduced and learning built week on week and year on year, the areas listed in the bullet points are or could be covered progressively throughout the lessons listed. For detail of how Jigsaw, the mindful approach to PSHE, fully meets the DfE Statutory RSHE Guidance in lesson-by-lesson detail, please see our Jigsaw mapping documents.

The areas in orange, which are specifically the remit of Church Schools, are not detailed explicitly in Jigsaw PSHE, but could easily be included at the teacher’s discretion.

Strand	Key Stage 1	Where covered in Jigsaw Piece = Lesson	Key Stage 2	Where covered in Jigsaw Piece = Lesson	Key Stage 3	Where covered in Jigsaw Piece = Lesson	Key Stage 4	Where covered in Jigsaw Piece = Lesson
Family	<ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. 	<p>Year 1, Relationships, Pieces 1, 4 and 6</p> <p>Year 2, Relationships, Pieces 1, 5 and 6</p>	<ul style="list-style-type: none"> • Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to 	<p>Year 3, Celebrating Difference, Piece 1, Relationships, Piece 1 Changing Me, Piece 5</p> <p>Year 4, Relationships, Piece 6.</p>	<ul style="list-style-type: none"> • Pupils can consider and evaluate the factors that will sustain and uphold strong family life and the factors that may create stresses on family life. • Pupils will be able to suggest strategies for managing disagreements and conflicts within a family. • Pupils will be able to explain the effects of change 	<p>Year 7, Healthy Me, Piece 2</p> <p>Year 8, Being Me in My World, Piece 2 Healthy Me, Piece 2</p> <p>Year 9 Relationships, Piece 2</p>	<ul style="list-style-type: none"> • Pupils can explain the differences between biological families and families as people who you live with, and the way someone can experience and create families through life. • Pupils can explain that ‘family’ can be used as a strong and meaningful metaphor for connection, care 	<p>Year 10, Relationships, Piece 2</p> <p>Year 10, Changing Me, Piece 2</p>

	<ul style="list-style-type: none"> • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. 		<p>those who care for them.</p> <ul style="list-style-type: none"> • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making 		<p>within a family, including loss, separation, disappointment, divorce and bereavement. Pupils can suggest strategies for managing these and can describe how to access support.</p>		<p>and responsibility to others e.g. the family of a tutor group, school, of God (the Church, God as Father), humankind, neighbourhood, country or group of friends.</p> <ul style="list-style-type: none"> • Pupils can analyse whether loyalty to a biological family is the same as loyalty to another type of family. • Pupils can analyse and explain what they think is the strongest type of family and how 'families' can intersect. 	
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			them feel unhappy or unsafe, and can show that they know how to seek help or advice.					
Friendship	<ul style="list-style-type: none"> • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. 	<p>Year 1, Relationships, Pieces 2, 5 and 6</p> <p>Year 2, Relationships: Pieces</p>	<ul style="list-style-type: none"> • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again 	<p>Year 3, Relationships, Pieces 2, 6</p> <p>Year 4, Celebrating Difference: Pieces 1 and 2 Healthy Me, Pieces 1, 2 and 5 Relationships, Pieces 1 and 4</p>	<i>Schools may choose to teach Friendship in KS3 rather than KS4</i>	<p>Year 7, Relationships, Piece 3</p> <p>Year 8, Changing Me, Piece 2</p> <p>Year 9, Relationships, Piece 1</p>	<ul style="list-style-type: none"> • Pupils can analyse what creates and maintains good friendships (including online), can describe the positive qualities, and steps that can be taken to help to improve and support relationships. • Pupils can explain the importance of having good boundaries, having strategies for managing conflict and for working towards reconciliation. • Pupils can describe contexts where it might be best to end a relationship. • Pupils can talk through how it feels to lose a friend and how to live with loss. 	<p>Year 10, Celebrating Difference, Piece 4</p> <p>Year 10, Dreams and Goals, Piece 1</p> <p>Year 10, Being Me in My World, Piece 2</p>

	<ul style="list-style-type: none"> • Pupils can talk about what you can do if you fall out with your friend. 		<p>and not resort to violence.</p> <ul style="list-style-type: none"> • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. 					
Relationships and Marriage			<ul style="list-style-type: none"> • Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long- 	<p>Year 5, Relationships, Pieces 4 and 5.</p> <p>Year 6, Changing Me, Piece 4</p>	<ul style="list-style-type: none"> • Pupils can describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and can contribute to human happiness; why they might be a 	<p>Year 7, Changing Me, Piece 3</p>	n/a	

			<p>term relationships that bring joy and meaning to those involved.</p> <ul style="list-style-type: none"> • Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE) 		<p>healthy context in which to raise children.</p> <ul style="list-style-type: none"> • Pupils can explain the UK legal definition of marriage (<i>Marriage (same-sex couples) Act 2013</i>) and describe who can and cannot enter into that state. • Pupils can explain the legal status of other long-term relationships and evaluate the relative value of these options. (Citizenship) • Pupils can explain the different Christian beliefs and rituals for marriage. They can describe the vows that people take and consider how they might affect a marriage if people lived by those promises. Pupils can explain the rituals and promises taken by people who are not Christian (e.g. 	<p>Year 8, Being Me in My World, Piece 5</p>		
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					<p>Hindu, Muslim, Jewish, Humanist) and consider how they might affect a marriage. (RE)</p> <ul style="list-style-type: none"> • Pupils can consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience. (RE) • Pupils can explain that people hold different religious and cultural beliefs about sex before marriage, same-sex relationships, marriage and divorce. (RE) 			
Anti-bullying	<ul style="list-style-type: none"> • Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go 	<p>Year 1, Celebrating Difference, Pieces 3 and 4</p> <p>Year 2, Celebrating Difference, Pieces 3 and 4</p>	<ul style="list-style-type: none"> • Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid 	<p>Year 3, Celebrating Difference, Pieces 3,4, and 5</p> <p>Year 4, Celebrating Difference, Pieces 3 and 4</p>	<ul style="list-style-type: none"> • Pupils can demonstrate that they recognise bullying and its impact in all its forms; can describe the skills and strategies needed to manage being targeted or 	<p>Year 7, Celebrating Difference, Pieces 1, 3 and 4</p> <p>Year 8, Celebrating Difference, Piece 4</p>	n/a	

	<p>for help if they are bullied.</p> <ul style="list-style-type: none"> • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. 		<p>cyberbullies and cyberbullying.</p> <ul style="list-style-type: none"> • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain how to report bullying and support someone who has suffered unkindness. 	<p>Year 5, Celebrating Difference, Pieces 1, 2, 3 and 4 Relationships, Piece 2 (safety in online communities).</p> <p>Year 6, Celebrating Difference, Pieces 1, 2, 3, 4 and 6.</p>	<p>witnessing others being bullied.</p> <ul style="list-style-type: none"> • Pupils can explain the negative impact that stereotyping, prejudice and discrimination can have on protected groups and how it can be detected, addressed and reported. • Pupils can explain the legal right of respect and equality for all protected groups. (British Values, Citizenship) • Pupils can explain why prejudice-based language and behaviour, offline and online, is unacceptable (including sexism, homophobia, biphobia, transphobia, racism, ableism, faith-based). (Citizenship) • Pupils can explain how a bystander should behave when observing bullying 	<p>Year 9, Celebrating Difference, Pieces 1, 4 and 5</p>		
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					<p>and what actions they might take.</p> <ul style="list-style-type: none"> • Pupils can describe how to report bullying and explain what having high expectations of behaviour means when online. 			
<p>Making good boundaries</p>	<ul style="list-style-type: none"> • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. • Pupils can identify what is safe and unsafe touching. • Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. • Pupils will be able to explain how someone can tell a trusted adult 	<p>Year 1, Relationships, Piece 3</p> <p>Year 2, Relationships, Pieces 2 and 4</p>	<ul style="list-style-type: none"> • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. • Pupils can explain what a bad secret is like and how to get help. 	<p>Year 3, Relationships, Piece 3</p> <p>Year 4, Healthy Me, Piece 5 (peer pressure) Relationships, Piece 5:</p> <p>Year 6, Relationships, Piece 4 (recognising when others are trying to take power and control).</p>	n/a		<ul style="list-style-type: none"> • Pupils can explain the importance of having good boundaries. • Pupils can outline strategies for managing conflict. • Pupils can explain what consent is and can describe what mutual respect looks like in relationships. • Pupils can list types of behaviour within relationships that are criminal, including violent behaviour or use of coercive control. • Pupils will be able to explain how to report crime and seek 	<p>Year 10, Relationships, Piece 5 Celebrating Difference, Piece 4</p>

	if they feel unsafe.						help in those contexts.	
Parenting	n/a		n/a		n/a		<ul style="list-style-type: none"> • Pupils can explain the responsibilities of parenthood: what it entails, why it can be joyous and difficult. • Pupils can define what categorises faithful and caring parenting. • Pupils can describe the implications of young parenthood and list the services that offer support for new parents and families. 	<p>Year 10, Relationships, Piece 3</p> <p>Year 11, Dreams and Goals, Piece 4.</p>

Key theology	<ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual 		<ul style="list-style-type: none"> • Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. 		<ul style="list-style-type: none"> • Pupils can explain and evaluate the Christian belief in an invitation into an everlasting relationship with a God of love as expressed in 		<ul style="list-style-type: none"> • Pupils can evaluate the extent to which the term 'family' is a good metaphor for support or a circle of love echoing the Trinity; can give examples to explain if 	
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	<p>and always will.</p> <ul style="list-style-type: none"> • Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God). • Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. • Pupils can give examples of people doing 		<ul style="list-style-type: none"> • Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. • Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. • Pupils can explain the 		<p>the Trinity. Pupils can explain how this belief may sustain Christians, can outline alternative views about what sustains people and can express their own opinions.</p> <ul style="list-style-type: none"> • Pupils can evaluate the benefits and difficulties for relationships and society of living out a belief in the sacredness and worth of all people. Pupils can express their own opinions concerning this vision for humanity. • Pupils can explain the temptations 		<p>they think that a neighbourhood, friends, a school, a church (or religious community) can be a family?</p> <ul style="list-style-type: none"> • Pupils will be able to evaluate how Christians could make relationships decisions in contexts where their beliefs appear to clash: honouring and safeguarding self versus forgiveness and reconciliation. • Pupils can reflect on how long should someone keep forgiving, what is a human flaw or foible and 	
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	<p>things that hurt others. They can talk about how humans often let themselves down.</p> <ul style="list-style-type: none"> • They can describe simply what the word forgiveness means and talk about fresh starts. • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they 		<p>Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</p> <ul style="list-style-type: none"> • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. <p>Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security,</p>		<p>and weaknesses that mean people let each other down; can explain how Christian ideas about the Fall and salvation inform a belief in hope for change and a positive future in behaviours and relationships.</p> <ul style="list-style-type: none"> • Pupils can explain the causes of conflict, describe contexts when conflict can be positive and give examples of how to manage conflict; can 		<p>what is unacceptable, harmful or criminal.</p> <ul style="list-style-type: none"> • Pupils can outline strategies for managing feelings of loss; will be able to give examples of Christian beliefs that can support people at times of loss. • Pupils will be able to explain the Christian idea that people are entrusted by God with creating life and that this is a sacred responsibility; will be able to evaluate how having this belief will impact on people's sense of duty and honour as 	
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	really hurt us.		trust and happiness, and what behaviours might endanger faithfulness.		evaluate the usefulness in conflict resolution of ideas of repentance, forgiveness, reconciliation, restorative justice and peace. Pupils will be able to describe the importance of faithfulness and commitment in relationships and explain why these qualities can make for rich and life-long contentment.		parents. Pupils will be able to evaluate whether holding this belief is an advantage or a burden for parenthood.	
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